CONCORDIA UNIVERSITY

Graduate Studies News

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From the Dean's Desk
Graduate Program Profiles:
M.A. in Child Study
Diploma in Early Childhood Education
Diploma in Computer-Assisted Learning
Diploma in Writing/Translation

From the Dean's Desk: Two years later

Exactly two years ago, we published the first issue of the Graduate Studies News. At that time we indicated that the publication should serve the purpose of familiarizing both the university community and the community at large with the full range of our present graduate programs. With this issue we will have completed this objective. Where do we go from here?

Graduate programs exist for the sole purpose of training scholars and researchers and they are only as good as the students in those programs and as valuable as the research carried out by these students. We will therefore focus our attention on prominent student research.

In the spring we announced that later on this year we would begin to concentrate our attention on the profiling of publicly funded graduate student research projects. This process will begin with the next issue and promises to be an exciting challenge.

Graduate student research depends, of course, strongly on professorial guidance. We will therefore highlight for you some of the scholarly activities of our professors that relate directly to the academic excellence of our graduate school.

In our investigations we are beginning to discover fascinating stories about links with the non-academic community. To know our graduate school is also to know some of these stories. We will feature as many of them as space and time permit.

In most of our articles we concentrate on good and exciting academic news. On the other hand, it is essential for us to reflect on the quality of graduate student life in general at this university. It is clear that financial constraints have a profound effect on quality. There is a sense that the years spent in graduate school are among the best years of our lives. How good is life at Concordia for graduate students of limited means?

One of our most urgent projects for 1989-90 and beyond will be the study of the graduate student funding situation and ways and means of improving it. The study will focus on both actual student needs and on the capacity of the university for meeting these needs.

While it is relatively easy to carry out a systematic study of available funds and their use over the last few years, it is enormously difficult to obtain realistic estimates of student needs. It would therefore lend weight to my initiatives if students were to write to me within the next few weeks and help me quantify what it really costs to live the life of a full-time graduate student. I would also like to hear your views on the balance between full-time study and part-time, or even full-time employment that has often to be struck by students in order to survive. Please send your letters to my attention and indicate that they concern the **Graduate Student Funding Survey.**

M. E. Szabo

M.E. Szabo (Dean)

M.A. in Child Study

The master's degree in Child Study is new at Concordia. After more than four years of planning and preparation, the program will begin operating in January 1989.

"We've been planning, discussing and working on the philosophy of the program for some time," says Professor Ellen Jacobs, the program's director. She adds, with some pride, that the program received government accreditation and approval on its first application.

Professor Jacobs says now is an opportune time to begin a graduate program in Child Study. The day care issue has become quite politically charged, and has received a substantial amount of government attention in both the Federal and Provincial domain. Furthermore, Jacobs says there are not many comparable programs in Canada and only a handful in the United States. So Concordia is drawing a great deal of attention. An advertisement in the Saturday Montreal Gazette a couple of weeks ago brought in over 100 telephone inquiries the following Monday.

The M.A. in Child Study is designed to provide a place where students from related undergraduate programs and from the teaching profession can conduct research on current issues. Research might well focus on issues in early childhood from a developmental perspective such as the effects of day care upon a child's transition to the school system. Other areas of research will include curriculum planning and design, the introduction of a second language and immersion programs and family and social background effects on learning processes. At present a number of the faculty members are conducting funded research in the areas of cooperative learning, second language learning, social interactions in the preschool classroom and sibling relationships.

Professor Jacobs expects the thesis and non-thesis options will meet the needs of those interested in conducting research as well as those who wish to address practical problems in their particular field of interest in the early childhood sector. Students enrolled in either option will follow a core curriculum which includes courses in theoretical principles, curriculum development, and observational methods. Beyond that, Jacobs says, students are free to design their own course of study through specialized and general electives and cognate courses in other departments. Students enrolled in the thesis option will be required to conduct a research project culminating in a thesis. Students in the non-thesis option will be required to engage in an internship which will be directly related to their area of interest and will complement the courses which they have selected. For instance, someone who is interested in children and technology might seek an internship with Radio Canada. According to plans for the current year, approximately 6-8 students will be admitted to the thesis option and 10-15 students will be admitted to the non-thesis option.

Following graduation, it is expected that students will find employment in a wide variety of venues. They may work in either the public or private sector. Depending upon their past experience, current interests and the focus of the program the student has designed, he-she might assume administrative positions, work as evaluators of curriculum or programs at the early childhood level, or find employment at the government level as programs designers.

Like all new programs, the M.A. in Child Study is starting small. "At present there are no new facilities, although Jacobs hopes to move into new space with research offices and a student lounge and larger observation laboratory preschool. For now, the main concern is to build a first-rate program.

For further information on the M.A. in Child Study, please contact the Education Department at **848-2031** or write to the Department of Education of Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec H3G 1M8.

Ellen Jacobs, program director, M.A. in Child Study

Diploma in Early Childhood Education

The diploma program in Early Childhood Education has been around since the 1970's. Today, with the political controversy surrounding the day care issue, the program provides a continuing range of services.

"It fills a need in the community because day care is such a big issue. With so many day cares and preschools springing up all over the province, job acquisition is not a problem," says program director, Sara Weinberg.

However, she adds, the diploma has been designed to meet more than the growing need for day care and pre-school workers. It is recognized by Quebec's Ministry of Education, increasing the working scale for students who already possess a teaching certificate. Weinberg says a number of the students are teachers who have come back to school for retraining.

"For example, a high school teacher whose training has been at that level and is re-assigned to the elementary system, has no background in early childhood education. The diploma program would provide all the theoretical preparation required to teach at the primary levels."

Opportunities for graduates range from work in preschools and day cares, to community work, hospitals or children's media.

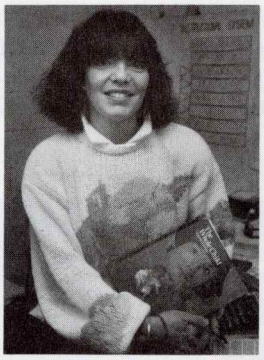
"Those without teaching certificates can work with children in any environment other than a formal school," she says, adding that some students have expressed interest in entering the new M.A. in Child Study that begins this January.

The course is 30 credits, which full-time students complete over three academic terms. Course options include the history and philosophy of childhood study, growth and development, child behavior and learning processes. Along with course work students are responsible for a major research paper. Recent topics have included investigations into the adaptation of Vietnamese children into North American society, education of children about hospitals through literature, autism and child development in play. Students also complete a 60 hour internship in some practical area of early childhood education or study.

The program attracts a range of students from recent B.A. graduates to working professionals. Weinberg says they usually come from backgrounds in sociology or psychology, though there are no restrictions on a student's previous area of concentration. Weinberg adds that the program has been popular with foreign students and students from remote areas.

For further information on the Diploma in Early Childhood Education, please contact Sarah Weinberg at **(514) 848-2024** or write care of Concordia University at 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada.

Sara Weinberg, program director,
Diploma in Early Childhood Education



Diploma in Computer-Assisted Learning

"Computer-Assisted Learning is going to become a very big industry in North America," says program director, David Mitchell. One American company, he says, was recently looking for 500 people qualified in Educational Technology and the use of computers in training. That demand will spill over into Canada.

At Concordia, the Diploma in Computer-Assisted Learning prepares students to meet an already growing demand in industry and in educational institutions.

"In principle, a person ought to be able to develop a computer-aided learning system that can replace a human teacher for some functions. The easiest to replace are those that concern drill and practice. For example, children learning multiplication or division can have instant feedback and/or remedial instruction if necessary," says Mitchell.

Students are expected to produce an educational program as part of their course work. In the past, the packages have covered a wide variety of topics, such as learning packages for biology students, packages for industrial training, etc.

"The aim", says Mitchell, "is to develop 'interactive textbooks' where students can page through information and diagrams and be tested on their knowledge as they go along."

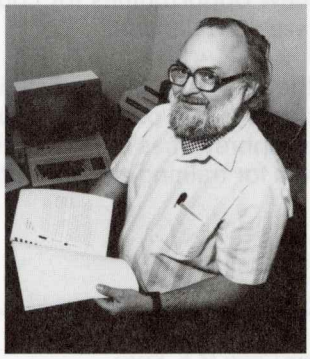
"We hope students will end up being able to combine video, in the form of television or video disk, with the computer and provide a vehicle for either initial teaching or diagnosis of misunderstanding and the presentation of remedial material."

The Diploma in Computer-Assisted Learning is a 30 credit program composed of 18 required courses and 12 electives. The courses are cross-listed with courses in the educational techology program. Students take courses in the fundamentals of educational technology, instructional design and a variety of courses in the use of computers in teaching. Elective courses are offered in subjects such as educational gaming and simulation, television and evaluation of educational materials.

Like many other diploma programs at Concordia, there are no restrictions from which field students enter the program.

"The field of education and training has evolved to the point that there are skills and techniques and theories that help one to do a better job of identifying subject matter, organizing it and communicating it. The subject matter specialist may not be versed enough in these areas to do it thoroughly," Mitchell says. He adds that the program looks for people with a basic understanding of computer applications, and people who "lack fear of the machine."

David Mitchell, program director,
Diploma in Computer-Assisted Learning



Graduates of the program find employment with companies that produce computer-based training materials for their own employees or companies that produce computer-aided material for other companies. But Mitchell adds that the diploma has also attracted teachers from schools and CEGEPs, many of whom stay with their original jobs.

For further information on the Diploma in Computer-Assisted Learning, please contact David Mitchell at **(514) 848-2018** or write care of Concordia University at 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada.

Diploma in Writing/Translation

Concordia's Diploma in Writing/Translation is undergoing a few changes this year. The 30 credit program is strengthening its courses in writing and plans to open up new specialty sections in court translation and "traductique" — the use of computers in translation.

"Writing as part of a translator's job has become very important in Quebec. This is because the francisization of business in Quebec means there are a lot of people actually generating documents in French, whereas before they were translated into French," says Judith Woodsworth, director of the undergraduate translation program. (Diploma director Michel Euvrard in on leave this term and will be retiring at the end of this academic year.)

The curriculum changes for the diploma have been passed by the Arts and Science Faculty Council and the academic programs committee, and are on the agenda for the November meeting of the Board of Graduate Studies, before being sent to Senate in December.

The new sections in court translation and traductique will become specialty options within the existing program. Woodsworth says students will follow a basic core curriculum and then be able to study in one of the options.

"These are totally unique in Canada," she says, adding that the new federal government language legislation has created new opportunities for court translators, especially in western Canada.

The idea for the course in court translation came from Michael Humphreys, the provincial coordinator of interpreters. Humphreys has been recruiting students from Concordia for training as court interpreters.

The course in traductique will cover computer applications in translation. (Traductique is a made-up word, combining the words translation and informatique.) The course will deal with skills in full computer translation and other forms of computer-assisted translation. Woodsworth says the course will not involve programming and will focus on commmercially available computer programs for translators.

"It is quite complex... there are a number of programs now that will either do complete translations, where the machine does all the work. And then there are other programs where computers assist the translator. There is a lot software on the market that the translator should be familiar with."

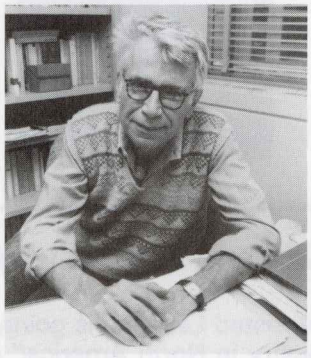
Woodsworth also says she hopes the traductique course will generate some research projects into artificial intelligence.

"We've had some ideas for research that could be done in conjunction with computer science or other researchers at Concordia who are interested in the problems of artificial intelligence. Computer translations have a lot of implications for artifical intelligence."

The Diploma in Writing/Translation currently admits about 10 students each year and has 30 students in the program. It is designed to prepare students with undergraduate degrees in other disciplines for careers in the field of professional translation. The program has compulsory courses in précis writing, revision and editing, along with a number of specialty courses in business, technical and science writing. The courses are taught for English and French students who have high levels of competency in both languages.

For further information on the Diploma in Writing/Translation, please call **(514) 848-7506** or write care of Concordia University at 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada.

Michel Euvrard, program director, Diploma in Writing/Translation



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